



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

25 West Saddlehorn Dr, Sedona, AZ 86351

Sedona-Oak Creek Joint Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2004-05 Excelling
2003-04 Excelling
2002-03 Excelling

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. Steve Gardner
Schedule : 08:00 AM to 04:00 PM
Grades : K-8
2005 Enrollment : 422
Web Address : www.sedona.k12.az.us
Phone Number : (928) 204-6500
Fax Number : (928) 284-9796
E-mail : gardner@sedona.k12.az.us

Mission

Maintaining a safe environment where students are responsible and respectful. Providing a challenging curriculum. Promoting an appreciation for cultural diversity. Preparing lifelong learners who can adapt to an ever-changing world.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05 Met
2003-04 Met
2002-03 Met

School Improvement Status (b)

2004-05 N/A
2003-04 N/A
2002-03 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Develop and implement curriculum which identifies learner outcomes. Assist teachers with implementation of the Arizona Academic Standards.
- ü Develop and implement plans to strengthen staff development.

Enrollment

October 1, 2004 School Year Student Enrollment : 445
Accepting New Students in 2005-06 Under Open Enrollment Law : ² No
Number of Students Attending Under Open Enrollment in 2004-05 : 0

Instructional Programs

- Ü On-site Special Education
- Ü Gifted
- Ü ESL
- Ü Accelerated Math
- Ü Accelerated Reading

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 15 minutes
First Day of School :	8/15/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

Big Park Community School believes that all students can succeed in learning school curriculum; success breeds success; and schools control the conditions that produce successful learning.

Parents

We expect parents to support our life skills curriculum and the educational process at our school. Students should be on time to school, dressed appropriately and nourished. Parents are expected to support the completion of homework assignments.

Transportation Policy

The school district contracts with Laidlaw Transit Company.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Yavapai County Spelling Bee Winner	2004
Ü Accelerated Reader Model Classrooms	2004

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	47	94	79306	94	92	99	450	444	445	7	6	10	22	26	18	50	52	51	22	15	20
All Students (Prior Year)	39	92	75509	100	100	100	533	510	521	8	18	13	16	21	23	38	38	33	38	24	31
Female	20	43	38691	100	91	99	464	450	446	5	3	10	25	31	18	40	46	52	30	21	20
Male	27	51	40583	90	93	99	440	439	445	8	9	11	19	22	18	58	58	50	15	11	21
African American	--	--	4041	--	--	99	--	--	426	--	--	17	--	--	23	--	--	50	--	--	10
Hispanic	13	34	32869	100	100	99	407	408	429	17	14	15	58	59	25	25	28	51	0	0	10
Asian/Pacific Islander	NC	NC	1935	NC	NC	99	NC	NC	474	NC	NC	3	NC	NC	9	NC	NC	48	NC	NC	40
American Indian/Alaskan Native	NC	NC	4264	NC	NC	100	NC	NC	419	NC	NC	19	NC	NC	30	NC	NC	45	NC	NC	6
White	32	58	36197	91	92	99	461	460	463	3	2	5	9	9	11	63	68	53	25	21	31
Students with Disabilities	11	16	10321	100	89	100	386	388	389	18	23	30	36	31	27	45	46	34	0	0	9
Students without Disabilities	36	78	69060	92	93	98	471	454	454	3	3	7	17	25	17	51	54	54	29	18	22
Limited English Proficient Students	NC	27	15509	NC	100	100	NC	389	406	NC	21	20	NC	54	30	NC	25	45	NC	0	5
Migrant Students	--	NC	118	--	NC	NA	--	NC	419	--	NC	25	--	NC	21	--	NC	50	--	NC	3
Economically Disadvantaged	17	42	39415	100	93	96	416	420	431	12	10	15	47	41	25	41	49	50	0	0	10
Non-Economically Disadvantaged	30	52	39966	91	91	100	471	464	459	3	2	6	7	13	12	55	56	52	34	29	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	47	94	79395	94	0	99	453	444	446	9	12	9	20	25	25	57	51	55	15	12	11
All Students (Prior Year)	39	92	75492	100	100	100	530	513	519	8	17	12	14	19	16	46	42	47	32	22	24
Female	20	43	38743	100	0	100	471	457	451	10	13	7	10	18	24	65	56	57	15	13	12
Male	27	51	40618	90	0	99	439	434	440	8	11	11	27	31	27	50	47	53	15	11	9
African American	--	--	4052	--	--	100	--	--	434	--	--	11	--	--	29	--	--	54	--	--	6
Hispanic	13	34	32915	100	0	99	409	402	426	17	28	15	50	48	35	33	24	47	0	0	4
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	468	NC	NC	3	NC	NC	14	NC	NC	63	NC	NC	19
American Indian/Alaskan Native	NC	NC	4271	NC	NC	100	NC	NC	420	NC	NC	15	NC	NC	42	NC	NC	41	NC	NC	2
White	32	58	36221	91	0	99	466	466	465	6	4	4	9	13	15	63	64	63	22	19	17
Students with Disabilities	11	16	10331	100	0	100	377	375	388	27	31	25	36	38	37	36	31	34	0	0	4
Students without Disabilities	36	78	69139	92	0	99	476	457	454	3	8	7	14	23	24	63	55	58	20	14	11
Limited English Proficient Students	NC	27	15545	NC	0	100	NC	374	399	NC	38	21	NC	50	42	NC	13	35	NC	0	1
Migrant Students	--	NC	120	--	NC	NA	--	NC	414	--	NC	20	--	NC	45	--	NC	35	--	NC	0
Economically Disadvantaged	17	42	39484	100	0	96	423	416	429	12	21	14	41	41	35	47	38	47	0	0	4
Non-Economically Disadvantaged	30	52	39986	91	0	100	470	469	461	7	4	4	7	11	16	62	62	63	24	22	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	47	94	78869	94	92	99	435	429	442	4	5	6	22	30	21	61	57	63	13	8	10
All Students (Prior Year)	38	90	75053	97	98	99	625	572	597	3	11	7	11	9	12	78	75	72	8	5	9
Female	20	43	38536	100	91	99	459	453	458	5	5	4	15	15	15	60	67	67	20	13	14
Male	27	51	40302	90	93	99	417	407	428	4	4	8	27	42	26	62	49	60	8	4	7
African American	--	--	4015	--	--	99	--	--	430	--	--	8	--	--	24	--	--	61	--	--	7
Hispanic	12	33	32606	92	97	98	367	382	426	18	14	8	55	50	27	27	36	60	0	0	5
Asian/Pacific Islander	NC	NC	1925	NC	NC	99	NC	NC	471	NC	NC	3	NC	NC	11	NC	NC	64	NC	NC	22
American Indian/Alaskan Native	NC	NC	4245	NC	NC	100	NC	NC	423	NC	NC	9	NC	NC	26	NC	NC	61	NC	NC	4
White	33	59	36078	94	94	99	455	451	459	0	0	4	12	20	16	73	69	66	15	11	14
Students with Disabilities	11	16	10246	100	89	100	367	369	367	9	8	18	27	38	39	64	54	40	0	0	4
Students without Disabilities	36	78	68697	92	93	98	457	439	454	3	4	4	20	28	18	60	58	67	17	10	11
Limited English Proficient Students	NC	26	15339	NC	100	100	NC	368	399	NC	9	11	NC	61	31	NC	30	54	NC	0	3
Migrant Students	--	NC	119	--	NC	NA	--	NC	402	--	NC	16	--	NC	30	--	NC	53	--	NC	1
Economically Disadvantaged	16	41	39106	94	91	95	390	395	427	13	11	8	44	47	28	44	42	59	0	0	5
Non-Economically Disadvantaged	31	53	39837	94	93	100	459	456	457	0	0	4	10	15	14	70	70	67	20	15	15

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	37	111	78906	95	99	99	519	497	498	0	12	13	19	23	19	58	51	48	22	15	20
All Students (Prior Year)	43	101	76019	100	99	100	500	511	499	10	7	14	36	31	39	23	19	14	31	43	33
Female	22	50	38644	100	100	99	516	505	500	0	9	12	14	19	19	76	62	49	10	11	19
Male	15	61	40236	88	97	99	523	489	497	0	15	15	27	25	19	33	42	46	40	18	20
African American	--	--	4087	--	--	99	--	--	481	--	--	20	--	--	24	--	--	45	--	--	11
Hispanic	NC	35	31938	NC	100	99	NC	465	481	NC	34	19	NC	31	25	NC	31	46	NC	3	10
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	536	NC	NC	5	NC	NC	8	NC	NC	45	NC	NC	42
American Indian/Alaskan Native	NC	NC	4593	NC	NC	100	NC	NC	467	NC	NC	26	NC	NC	29	NC	NC	39	NC	NC	6
White	30	73	36483	94	99	99	525	511	517	0	1	7	14	19	13	59	59	51	28	21	30
Students with Disabilities	NC	15	10664	NC	100	100	NC	431	430	NC	40	42	NC	33	27	NC	27	26	NC	0	5
Students without Disabilities	33	96	68310	92	98	98	524	508	509	0	7	9	13	21	18	63	55	51	25	17	22
Limited English Proficient Students	NC	23	12573	NC	100	100	NC	449	454	NC	35	27	NC	32	30	NC	29	38	NC	3	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	NC	37	38679	NC	90	96	NC	469	483	NC	32	20	NC	32	25	NC	26	45	NC	9	10
Non-Economically Disadvantaged	32	74	40295	97	100	100	522	511	513	0	1	7	16	18	13	58	63	50	26	18	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	37	111	78908	95	0	99	506	489	484	3	9	10	14	22	23	75	57	58	8	13	9
All Students (Prior Year)	43	101	76020	100	99	100	502	508	503	13	13	25	28	23	23	46	44	40	13	20	12
Female	22	50	38648	100	0	99	507	500	489	5	9	8	5	15	22	81	60	61	10	17	10
Male	15	61	40233	88	0	99	505	480	479	0	9	12	27	27	25	67	55	55	7	9	8
African American	--	--	4092	--	--	99	--	--	473	--	--	12	--	--	28	--	--	54	--	--	5
Hispanic	NC	35	31940	NC	0	99	NC	453	465	NC	28	16	NC	31	32	NC	41	49	NC	0	3
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	507	NC	NC	4	NC	NC	13	NC	NC	65	NC	NC	18
American Indian/Alaskan Native	NC	NC	4569	NC	NC	100	NC	NC	457	NC	NC	18	NC	NC	39	NC	NC	41	NC	NC	2
White	30	73	36502	94	0	99	512	506	502	0	0	4	14	18	14	76	63	67	10	19	15
Students with Disabilities	NC	15	10665	NC	0	100	NC	426	423	NC	13	30	NC	47	36	NC	40	31	NC	0	2
Students without Disabilities	33	96	68312	92	0	98	511	500	493	3	8	7	9	17	21	78	60	62	9	15	10
Limited English Proficient Students	NC	23	12556	NC	0	100	NC	435	436	NC	29	24	NC	32	40	NC	39	35	NC	0	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	NC	37	38662	NC	0	96	NC	456	468	NC	24	16	NC	38	32	NC	32	49	NC	6	3
Non-Economically Disadvantaged	32	74	40315	97	0	100	512	506	498	0	1	5	13	13	15	77	69	66	10	16	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	38	112	78750	97	100	99	527	497	500	0	9	6	17	23	29	81	68	63	3	1	2
All Students (Prior Year)	43	99	75673	100	97	100	504	527	530	13	14	12	38	29	25	49	55	58	0	2	4
Female	22	50	38586	100	100	99	540	521	515	0	4	4	5	13	22	90	81	71	5	2	3
Male	16	62	40135	94	98	99	509	477	486	0	13	8	33	31	35	67	56	56	0	0	1
African American	--	--	4081	--	--	99	--	--	488	--	--	8	--	--	32	--	--	59	--	--	2
Hispanic	NC	35	31841	NC	100	99	NC	463	483	NC	25	8	NC	31	36	NC	44	55	NC	0	1
Asian/Pacific Islander	NC	NC	1802	NC	NC	98	NC	NC	533	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	NC	NC	4586	NC	NC	100	NC	NC	481	NC	NC	8	NC	NC	37	NC	NC	54	NC	NC	1
White	31	74	36440	97	100	99	529	512	516	0	1	3	10	18	22	86	79	71	3	1	4
Students with Disabilities	NC	15	10622	NC	100	100	NC	427	415	NC	20	21	NC	33	50	NC	47	28	NC	0	1
Students without Disabilities	34	97	68196	94	99	98	534	510	513	0	7	3	9	21	25	88	71	69	3	1	3
Limited English Proficient Students	NC	23	12504	NC	100	100	NC	444	451	NC	26	12	NC	32	44	NC	42	43	NC	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	NC	37	38558	NC	90	96	NC	469	485	NC	21	8	NC	35	37	NC	44	54	NC	0	1
Non-Economically Disadvantaged	33	75	40260	100	100	100	530	512	514	0	3	3	13	16	21	84	79	72	3	1	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	53	115	78250	96	97	99	608	590	548	0	8	21	6	7	18	54	52	48	40	33	13
All Students (Prior Year)	52	115	75001	98	99	99	526	512	468	0	6	37	24	31	36	36	35	16	40	28	10
Female	25	55	38071	100	100	99	604	599	549	0	8	20	12	6	19	40	44	49	48	42	12
Male	28	60	40126	93	94	99	611	582	547	0	9	23	0	7	17	68	59	46	32	24	14
African American	--	--	4058	--	--	99	--	--	523	--	--	32	--	--	22	--	--	41	--	--	5
Hispanic	10	23	29129	100	100	99	583	550	527	0	30	32	22	10	23	56	45	40	22	15	6
Asian/Pacific Islander	NC	NC	1747	NC	NC	100	NC	NC	589	NC	NC	9	NC	NC	9	NC	NC	50	NC	NC	32
American Indian/Alaskan Native	--	--	4996	--	--	100	--	--	518	--	--	36	--	--	25	--	--	36	--	--	4
White	40	87	38320	95	96	99	610	597	568	0	4	12	3	6	14	55	54	55	42	36	19
Students with Disabilities	NC	15	9329	NC	100	100	NC	536	454	NC	33	64	NC	17	18	NC	42	16	NC	8	2
Students without Disabilities	48	100	68996	96	96	99	608	597	561	0	5	16	6	5	18	51	53	52	43	36	14
Limited English Proficient Students	NC	10	10133	NC	100	100	NC	544	488	NC	46	45	NC	0	25	NC	31	28	NC	23	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	12	19	33388	92	90	94	590	564	530	0	17	32	9	11	22	64	50	40	27	22	5
Non-Economically Disadvantaged	41	96	44937	98	98	100	612	596	561	0	7	13	5	6	15	51	52	54	44	35	18

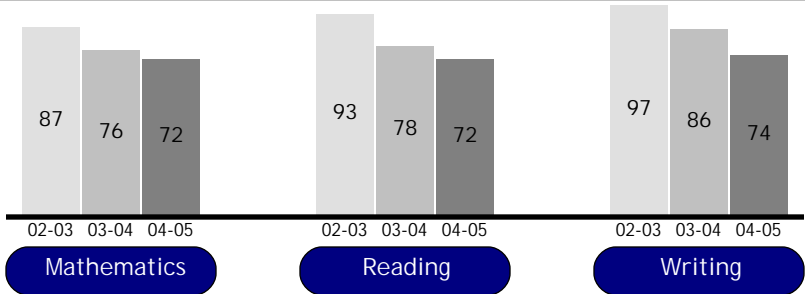
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	53	115	78302	96	0	99	555	545	512	0	2	11	6	12	25	74	70	57	20	16	7
All Students (Prior Year)	52	115	74918	98	99	99	526	523	497	10	10	32	18	13	19	48	52	35	24	25	15
Female	25	55	38082	100	0	99	555	551	518	0	2	8	8	8	24	72	73	61	20	17	7
Male	28	60	40166	93	0	99	555	539	507	0	2	14	4	17	26	76	67	54	20	15	6
African American	--	--	4064	--	--	100	--	--	498	--	--	14	--	--	29	--	--	54	--	--	3
Hispanic	10	23	29152	100	0	99	519	508	492	0	10	17	22	25	34	67	60	46	11	5	2
Asian/Pacific Islander	NC	NC	1746	NC	NC	100	NC	NC	542	NC	NC	5	NC	NC	13	NC	NC	66	NC	NC	16
American Indian/Alaskan Native	--	--	4993	--	--	100	--	--	484	--	--	19	--	--	38	--	--	42	--	--	1
White	40	87	38347	95	0	99	561	552	531	0	0	5	3	10	17	79	73	68	18	17	10
Students with Disabilities	NC	15	9353	NC	0	100	NC	500	429	NC	0	40	NC	42	38	NC	58	22	NC	0	1
Students without Disabilities	48	100	69024	96	0	99	557	551	524	0	2	7	4	9	23	74	71	62	21	18	7
Limited English Proficient Students	NC	10	10140	NC	0	100	NC	496	451	NC	15	28	NC	31	43	NC	46	29	NC	8	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	12	19	33398	92	0	94	544	516	495	0	11	18	9	17	35	73	61	46	18	11	2
Non-Economically Disadvantaged	41	96	44979	98	0	100	558	551	525	0	0	6	5	11	18	74	72	66	21	17	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	54	117	78094	98	98	99	597	587	545	0	1	3	4	7	18	84	85	77	12	7	2
All Students (Prior Year)	52	114	74503	98	98	99	542	543	491	0	4	9	20	15	32	64	65	51	16	16	8
Female	25	56	38025	100	100	99	612	607	558	0	2	2	0	0	13	84	88	82	16	10	2
Male	29	61	40013	97	95	99	583	569	534	0	0	5	8	15	23	85	82	71	8	4	1
African American	--	--	4037	--	--	99	--	--	532	--	--	4	--	--	22	--	--	73	--	--	1
Hispanic	10	23	29068	100	100	99	580	561	523	0	5	5	11	15	27	89	80	67	0	0	1
Asian/Pacific Islander	NC	NC	1743	NC	NC	100	NC	NC	577	NC	NC	2	NC	NC	9	NC	NC	82	NC	NC	8
American Indian/Alaskan Native	--	--	4981	--	--	100	--	--	526	--	--	4	--	--	25	--	--	70	--	--	0
White	41	89	38265	98	98	99	601	592	564	0	0	2	3	6	11	85	88	84	13	6	3
Students with Disabilities	NC	16	9275	NC	100	100	NC	537	444	NC	0	14	NC	33	46	NC	67	39	NC	0	1
Students without Disabilities	49	101	68892	98	97	98	601	593	559	0	1	2	2	4	14	85	87	82	13	7	2
Limited English Proficient Students	NC	10	10084	NC	100	100	NC	541	474	NC	8	10	NC	23	39	NC	69	50	NC	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	12	19	33296	92	90	94	587	557	527	0	6	5	9	17	27	82	72	67	9	6	0
Non-Economically Disadvantaged	42	98	44871	100	100	100	600	593	559	0	0	2	3	6	12	85	88	84	13	7	3

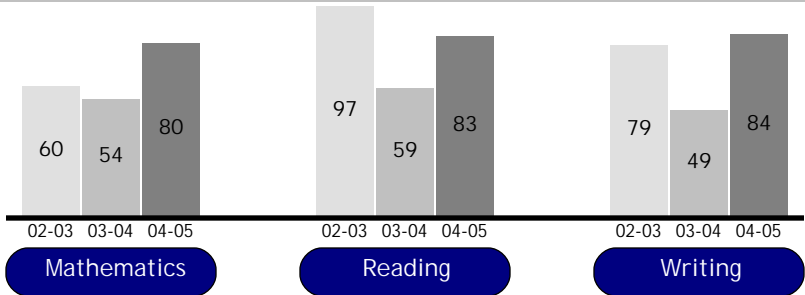
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

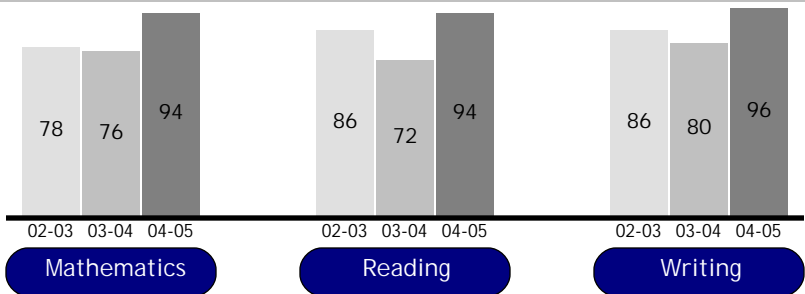
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	97	57	54	50	93	73	NA	58	100	53	51	47
	Language	100	42	38	43	100	58	56	50	100	52	54	47
	Mathematics	100	48	57	57	100	61	71	64	98	47	50	50
3	Reading	94	77	64	47	95	65	NA	55	92	54	46	44
	Language	97	70	65	54	92	62	53	61	92	52	45	44
	Mathematics	97	69	63	54	92	69	52	61	92	57	48	51
4	Reading	97	72	71	52	100	83	NA	56	100	57	52	48
	Language	100	58	56	48	100	69	62	52	100	54	50	49
	Mathematics	100	66	64	57	100	78	74	61	100	60	54	53
5	Reading	100	78	72	50	93	69	NA	55	95	64	56	50
	Language	100	67	60	46	93	61	61	49	95	68	57	50
	Mathematics	100	69	65	57	93	73	75	63	95	63	55	49
6	Reading	95	80	74	53	100	75	NA	56	96	58	60	51
	Language	97	67	67	45	100	66	59	48	96	62	60	47
	Mathematics	98	67	71	62	100	81	77	66	96	61	62	52
7	Reading	100	70	70	51	100	76	NA	54	87	68	62	50
	Language	100	72	72	54	100	80	80	58	87	65	60	52
	Mathematics	100	83	68	58	100	83	85	62	87	66	61	50
8	Reading	100	81	75	53	95	67	NA	55	96	71	66	51
	Language	100	79	67	49	96	66	70	52	96	70	65	50
	Mathematics	100	90	70	58	95	88	86	61	96	79	70	53

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Big Park Community School

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Safety Issues
- Ü Parent/Educator Relations
- Ü Communication Enhancement
- Ü Sun Safety
- Ü AIMS/Standards/Assessments
- Ü Performance Incentive Survey

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	25.00
Other Professional Staff	.00	Teacher Aide	2.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	1	1	0	0
4 to 6 years	1	1	0	0
7 to 9 years	2	0	0	0
10 or more years	10	13	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	22
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Emac Computer Lab
- Ü Media Center / Library

Extracurricular Activities

- Ü Builder's Club
- Ü Garden Club
- Ü Fall and Spring Sports
- Ü Steel Drum Band
- Ü Art Club

Social Services

- Ü Counseling Services
- Ü Day Care for Children Under 6
- Ü Literacy Program
- Ü Breakfast/Lunch Program

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

ü Use of the Accelerated Math program have shown an increase in testing scores in math.

ü Accelerated Reader Model Classrooms presented to three teachers.

ü NCA accredited.

ü Labeled an "excelling" school by ADE

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Transfers Out Rates ⁵	9	12	12	17
Transfers In Rate ⁶	17	28	28	37
Stability Rate ⁷	90	87	87	82
Promotion Rate ⁸	96	96	95	81
Retention Rate ⁹	2	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Big Park Community School is considered a safe school. One of the reasons is due to manageable numbers. Visitors are required to check-in at the Front Office and wear a badge. Younger children are supervised after school from 2:30-3:00.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

1

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Steve Gardner	(928) 204-6504
Transportation Policy	Steve Novak	(928) 282-0528
Community Resources	Steve Gardner	(928) 204-6504
School Nutrition Programs	Barbara Savastio	(928) 204-6760
Parent Organization	Lisa McOwen	(928) 204-6500
Student Health/Nurse	Goldie Wolin	(928) 204-6519

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

Total cost of printing: 16 Pages X .0318 Per page X 0 Copies = \$0.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.